

South Dakota

***Dwight D. Eisenhower
Professional Development Program***

***Request For Proposals
Program Year 17
2001-2002***

**South Dakota Board of Regents
306 East Capitol Avenue Suite 200
Pierre, South Dakota 57501
Telephone: 605.773.3455
Facsimile: 605.773.5320
www.ris.sdbor.edu**

South Dakota
Request for Proposals (2001-2002)
Dwight D. Eisenhower Professional Development Program
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South Dakota
Dwight D. Eisenhower Professional Development Program
Requests for Proposals 2001-2002 (Program Year 17)

1. Introduction

A. Purpose

The purpose of the Eisenhower Professional Development Program is to improve the teaching and learning of all students by providing teachers and administrators with high quality, sustained, and intensive professional development opportunities. The program provides grants to South Dakota institutions of higher education and nonprofit organizations for projects to improve the skills of pre-service and in-service teachers and the quality of mathematics and science instruction in public and private elementary and secondary schools.

B. Amount of Funds

The Board of Regents will have approximately \$330,000 to award in grants during the 2001-2002 competition. All of these funds will be awarded for mathematics and science education projects. An award maximum has been set at \$40,000.

C. Eligibility

All regionally accredited public and non-profit private institutions of higher education based in South Dakota may apply for grants. South Dakota non-profit organizations that have demonstrated effectiveness in professional development for teachers may also apply.

D. Project Duration

The duration of the projects is from April 1, 2002 to September 30, 2003. Funds for activities beyond the term of the initial grant are not guaranteed.

E. Calendar

Request for proposals (2001-2002 guidelines)	November __, 2001
Deadline for submission of proposals	February 4, 2002
Announcements to grant recipients/non-grant recipients	Early March, 2002
Awardees receive project funds	April, 2002
Activity and workshop dates to Eisenhower Administrator so that program information can be distributed	April 15, 2002 or earlier
Deadline project interim reports	November 1, 2002
Deadline to spend FY2001 (Year 17) monies	August 31, 2003
Deadline for project final reports on outcomes	90 days after completion of project or September 30, 2003, whichever is earlier

2. The Quality of Eisenhower-Assisted Activities

The quality of Eisenhower-assisted activities is based on six features of best practice that were identified through a review of the available research on professional development and the opinions of expert practitioners:¹

- the form or organization of the activity--that is, whether the activity is organized as a **reform type**, such as a study group, teacher network, mentoring relationship, committee or task force, internship, individual research project, or teacher research center, in contrast to a traditional workshop or conference;
- the **duration** of the activity, including the total number of contact hours that participants are expected to spend in the activity, as well as the span of time over which the activity takes place;
- the degree to which the activity emphasizes the **collective participation** of groups of teachers and administrators from the same district, school, department, or grade level, as opposed to the participation of individual teachers from many schools;
- the degree to which the activity has a **content focus**--that is, the degree to which the activity is focused on improving and deepening teachers' and administrators' content knowledge in mathematics or science;
- the extent to which the activity offers opportunities for **active learning**--that is, opportunities for teachers to become actively engaged in the meaningful analysis of teaching and learning, for example, by reviewing student work or obtaining feedback on their teaching; and
- the degree to which the activity promotes **coherence** in teachers' professional development, by encouraging the continued professional communication among teachers, and by incorporating experiences that are consistent with teachers' goals and aligned with state standards and assessments.

The Mission of Professional Development is to Prepare and Support Educators to Help all Students Achieve High Standards of Learning and Development

Professional Development-

- focuses on teachers and administrators as central to school reform, yet includes all members of school community;
- respects and nurtures the intellectual capacity of teachers, administrators, and others in the school community;
- reflects best available research and practice in teaching, learning, and leadership;
- is planned principally by those who will participate in that development;
- enables teachers to develop expertise in content, pedagogy, and other essential elements of teaching to high standards;

- enhances leadership capacity among teachers, administrators, and others;
- requires ample time and other resources that enable educators to develop their individual capacity, and to learn and work together;
- promotes commitment to continuous inquiry and improvement embedded in the daily life of schools;
- is driven by a coherent long-term plan that incorporates professional development as essential among a broad set of strategies to improve teaching and learning;
- is evaluated on the basis of its impact on teacher effectiveness, student learning, leadership, and the school community, and this assessment guides subsequent professional development efforts.

3. **Priority for 2001-2002 (Program Year 17)**

The priority for Program Year 17 will remain as the application of computer-based instructional technology to the teaching of mathematics or science consistent with current South Dakota state and national curriculum standards. Proposals for teachers at any level are welcome. The Board is specifically interested in college preparatory mathematics and in projects for teachers of high school science and mathematics courses that prepare students for the College Board Advanced Placement (AP) examinations. Because school and district administrators have important curricular and resource allocation responsibilities, projects that are systemic in nature and involve teams of teachers and administrators from schools or districts are encouraged.

Instructional Technology

Proposals should clearly explain how the project would prepare teachers to use computer-based instructional technology to promote collaborative student inquiry, exploration, and problem solving in order to increase achievement in mathematics or science.

- Instructional technology is the deliberate practice of planned integration of a variety of learning resources including computer, telecommunications and other electronic media into the curriculum to encourage learner interaction and to enhance learning.

Prospective applicants are encouraged to think creatively about current and innovative methods of teaching mathematics and science using computer-based instructional technologies in order to increase student learning and expand opportunities.

National Curriculum Standards

Proposals should clearly demonstrate that the project will be consistent with the South Dakota Mathematics and Science Standards and at least one of the following:

Benchmarks for Science Literacy, AAS Project 2061

<http://www.project2061.org/>

National Science Education Standards, NRC

<http://books.nap.edu/html/nses/html/index.html>

National Council of Teachers of Mathematics, Curriculum and evaluation Standards for School Mathematics

<http://www.enc.org/reform/fworks/000221/280dtoc1.htm>

Proposals may be designed for teachers at elementary schools, middle schools, junior high schools, or high schools. Projects that will involve teams of teachers and administrators from districts or schools are encouraged.

In order to increase opportunities for high school students to participate in the College Board Advanced Placement (AP) Program, **the Board strongly encourages proposals that will prepare (or improve the skills of) high school teachers of College Board Advanced Placement Science or Mathematics classes.**

- Eligible AP subjects: Biology, Calculus, Chemistry, Computer Science, Environmental Science, Physics, and Statistics.
- Proposals to prepare teachers for teaching AP classes must involve the use of computer-based instructional technology and be consistent with national standards as explained above for all proposals.

4. Project Requirements

The following requirements apply to all proposals. Proposals that do not meet these requirements will not be considered.

A. Consistent with the Priority for Program Year 17 (Refer to Section 3 above.)

Proposals must prepare teachers to use computer-based instructional technology in order to facilitate student learning at levels described in a national curriculum standard.

All proposals must clearly describe the need or needs to be addressed by the project and demonstrate that the project activities will contribute to the improvement of K-12 education in South Dakota. A brief description of the research base underpinning the project should be included.

B. Sustained, Intensive, and High Quality

The professional development must involve a minimum of 15 contact hours (sufficient for 1 semester credit hour) and include at least one follow-up session with the teacher(s) during the school year after they have implemented in their classroom(s), the new ideas, skills, and/or materials from the professional development experience. Projects that exceed these minimum requirements are encouraged.

C. Cooperative Planning

Each proposal must demonstrate a cooperative effort between an institution of higher education (IHE) and/or a non-profit organization (NPO) in partnership

with one or more K-12 school districts. Proposals with no evidence of cooperative planning with local education agencies and collaboration between college or university departments will not be considered.

The IHE and/or NPO must enter into an agreement with a local school district or a consortium of local school districts. The IHE and/or NPO will agree to provide training for public and private elementary and secondary school teachers within the district(s) and/or pre-service teachers from one of the South Dakota higher education teacher-training programs.

The agreement must provide evidence that proposed projects and activities are the result of cooperative planning with agencies and address the needs of current or prospective teachers. This requirement applies to projects targeted to pre-service reform and to projects targeted for in-service professional development.

For pre-service projects, consultation with teacher education advisory committees at teacher education institutions would fulfill this requirement providing there are LEA representatives on the committees. (See Appendix 8, 9, or 10)

D. Underrepresented and Under-Served Groups

Proposals must contain specific plans to encourage participation by teachers who are members of at least one of the under served populations and to increase the mathematics and science achievement of K-12 students who are members of at least one of the under served populations:

- Females
- Minorities
- Individuals with limited English proficiency
- Persons with disabilities
- Rural populations
- Migrants
- Gifted and talented

E. Collaboration

If an IHE submitting a proposal has a teacher education program, the proposal must be the result of a joint effort of faculty from teacher education and mathematics or science. The collaboration could range from the two faculty members serving as co-project directions to one person serving only as consultant/reviewer.

F. Equal Access for Public/Private Institutions

The IHE and/or NPO, after consultation with appropriate private non-profit school representatives, must make provision for teacher training for the benefit of private non-profit schoolteachers so as to ensure their equitable participation in the purposes and benefits of this program.

G. Access to Technology

School districts must assure that the computer-based instructional technology (See Priority) is already available to the teachers or that the district will buy the technology if the teachers who have been trained recommend the purchase.

H. Evaluation Plan

Each proposal must include an evaluation plan that is clearly related to the Program Priority and the specific objectives of the project. The plan should be rigorous, comprehensive, and effective. All projects must include in their budgets up to, but not exceeding, \$500 to pay for a standard data collection and evaluation procedure for the project that will include:

- Completion of participant data surveys to be supplied by the Eisenhower Administrator.
- On-site visit and report by an independent evaluator not employed by the funded organization.
- Participant evaluation forms to be given to the participants during the last follow-up session and mailed by the participants to the external evaluator for inclusion in the evaluation report.
- Submission of an evaluation report by the external evaluator that includes a brief description of the site visit, an assessment of whether or not the project objectives were accomplished, and a summary of the participants' evaluations.

I. Adherence to the Financial Conditions and Administrative Guidelines

The financial conditions and guidelines are provided in Section 6.

J. Availability of College or Continuing Education Credit for Participants

Non-profit organizations must include proof of their qualifications to deliver educational programs that can be arranged for credit. An IHE must certify that the quality of the professional development and the qualifications of the presenters meet the academic standards of the institution granting credit (See Appendix 12).

K. Commitment to Submit Project Reports

An interim report that includes the participant survey data must be filed with the Eisenhower Administrator by November 1, 2002. See Attachment 1 for Interim and final report required information. A final written project report with project narrative and evaluation data must be filed by September 30, 2003.

L. Non-Profit Organizations: Documentation of Prior Experience with Educational Outreach

Non-profit organizations must document prior successful experience with educational outreach. (See Appendix 11)

5. Criteria for Evaluation of the Proposals

A. Instructional Technology (25%)

- See Priority for Year 17 and Requirement A above. All projects must prepare teachers to use computer-based instructional technology.
- The project is likely to have a long-term impact on teacher performance and student achievement in the use of technology to enhance learning.

B. National and State Curriculum Standards (25%)

- See Priority for Year 17 and Requirement A above. All projects must prepare teachers to facilitate student learning at levels described in one national curriculum standard and South Dakota state curriculum standards.
- The project is likely to have a long-term impact on teacher performance and student achievement in mathematics and science.
- Proposals for projects that will prepare teachers of College Board Advanced Placement (AP) science and mathematics courses will be given special consideration.

C. Project Development, Personnel, Action Plan, and Resource Allocation (30%)

Cooperative Planning and Collaboration, Requirements C & E above

- Collaboration with local education agencies
- Involvement of both education and mathematics/science faculty

Qualifications of key personnel are related to the Priority and to the project objectives

- Non-profit organizations: Include evidence showing the quality of previous professional development activities for K-12 teachers.

Project Action Plan

- There are clear objectives and a careful description of project activities
- There is a well thought-out timetable of project activities.

Budget and Cost Effectiveness

- The proposed expenditures are specifically related to the project's objective
- There is a detailed explanation for each budget line.

D. Underrepresented Populations (10%): Requirement 4-D

E. Evaluation Plan (10%): Requirement 4-H

6. Requirements, Financial Conditions, and Budget Procedures

A. Administrative Requirements

- First choice for participation in the program must be given to teachers employed in public or private schools in South Dakota. Pre-service participants must be enrolled in a South Dakota institution of higher education. Out-of-state teachers and pre-service students may attend only on a space available basis.
- Only K-16 teachers employed in South Dakota public or private schools or pre-service students enrolled in South Dakota institutions of higher education are eligible to receive stipends from South Dakota Eisenhower higher education funds.
- The South Dakota Eisenhower program supports the use of stipends for participating in-service teachers. Ideally, stipend support would be a combination of higher education Eisenhower funds, school district Eisenhower funds and school district general funds. Higher education Eisenhower grant funds may not be used for stipend amounts over \$40 per teacher per day of the workshop.
- When appropriate, training supported by Eisenhower funds should provide the opportunity for teacher participants to obtain college or university credit. However, credit is an opportunity and not a requirement. Teachers and administrators must be able to attend project workshop(s) at no cost and for no credit if they so choose. Participants who wish to receive credits are responsible for tuition and fees as described below.
- Grant funds cannot be used to pay tuition or fees for college or university credit. Participants are responsible for any college or university tuition and fees.
- If instructor costs for the workshop presenter are paid through Eisenhower funds, the higher education institution granting the credit may only charge an administrative recording fee to the participants registering for credit. For Board of Regents Universities this is the “externally supported self-support” rate approved annually by the Board of Regents. The FY 2002 fee is \$47.20/semester credit hour. The Board of Regents normally approves tuition and fee rates at its March meeting. Board of Regents universities should inform prospective participants that the amount will not be known until after the Board approves the FY 2003 rates.

B. Financial Conditions

Awards under the South Dakota Title II Higher Education Eisenhower Professional Development Program are subject to the following provisions:

- Funding requests of any application will be limited to a maximum of \$40,000 per project; indirect costs can be funded up to a level of 8% of the direct costs of the project; project funding levels are subject to negotiation.
- The rate of compensation of individuals under this program should not exceed their regular rate of compensation.

- Stipends for participating teachers are encouraged, but may not exceed \$40 per day.
- School districts are encouraged to contribute to stipend support for teachers attending the project.
- No grant funds may be used to pay for participant tuition or fees.
- Funds cannot be used to finance capital expenditures or office equipment.

C. Project Budget

A budget must be presented on the prescribed form, Appendix 6. Additional pages for budget explanation and amplification are necessary and should be attached directly following the budget form in the proposal. The categories and data in the budget explanation must be consistent with those on the form. The direct costs of the project should be reasonable with respect to the tasks proposed. All budget requests need to be documented and justified.

As an expression of commitment to the project and the collaborative and cooperative efforts that Title II seeks to promote, information on cost-sharing by the grantee institution and/or others with which it has formed partnerships should be provided in as much detail as possible. Contributions to cost sharing must be in categories that are eligible for Title II funding in these programs; for example, instructional salaries and supplies are eligible, whereas capital expenditures and office equipment are not.

Fundable participants: In-service K-12 teachers; administrators; and staff providing student services in South Dakota public, private, or tribal schools; pre-service teachers enrolled in South Dakota higher education teacher preparation programs; higher education faculty and staff and non-profit organization staff providing services in the funded programs; and expert consultants hired to provide services vital to the successful completion of the approved project.

Stipends: A direct stipend to participants of up to \$40 per day for full-time project activity is allowable from Eisenhower funds or included as a cost-sharing contribution. The amount of the stipend should be justified in the proposal. In arriving at the figure, the project director should take into account various factors that may be involved in a particular project including the answers to questions such as: Is the level of activity part-time or full-time? Does participation in the project preclude summer employment?

Funds to defray the costs for participant room and board and travel from home to the project site may be requested or included as a cost-sharing contribution. Requests for other participant support must be strongly justified.

Tuition: No grant funds may be used to pay for participant tuition.

D. Current and Pending Support

See Appendix 7 for the appropriate form. All support for research and education projects that occupy the time of the project director and principal staff must be included. You may find that extensive footnotes are necessary to explain your activities and their support. This form is applicable to all projects.

E. Requests for Reimbursement

To reduce staff time and processing costs, requests for reimbursements are to be processed as follows:

1. Institutions of higher education (IHEs) and NPOs are to request reimbursement on a quarterly basis to the Board of Regents office.
2. The minimum reimbursement request is \$1,000 for the first three quarters. There is no minimum for fourth quarter reimbursement requests.
3. Requests will be processed on the 10th of the month (or the next working day) following the end of a quarter. For example, first quarter requests will be processed on October 10th. Requests not received by the processing date will be held and processed on the next scheduled date.
4. Recipients who would like to include fourth quarter expenditures and reimbursements in the current fiscal year may submit an additional reimbursement request by June 15th.

Reimbursement Process:			
Quarters, Processing Dates, Minimum Amount			
Quarter	Months	Processing Date*	Minimum Amount
1 st	July-September	October 10	\$1,000
2 nd	October-December	January 10	\$1,000
3 rd	January-March	April 10	\$1,000
4 th	April-June	June 15 (optional)	None
		July 10	None

*Or next working day

F. Items to Consider When Preparing Budget:

- Institutions are encouraged, but not required, to provide some matching funds to support the project.
- Funds are intended to support actual projects and may not be used for faculty research.
- If the project is dependent on funds from other sources, all other sources must be identified and the amount expected from each must be reported on the budget form. Evidence of the commitment of those funds must also be provided.

7. Submission and Review Procedures

A. Submission of Proposals

Applicants must submit the unbound original and four copies (stapled in the upper left hand corner) of the proposal to:

Dr. Daniel O. Farrington
Eisenhower Higher Education Grants Administrator
Black Hills State University
1200 University Street Unit 9537
Spearfish, SD 57799-9537 Phone: 605-642-6627
Fax: 605-642-6031 Email: danfarrington@bhsu.edu

Proposals must be received in his office by 5:00 p.m., Mountain Standard Time, February 4, 2002. Proposals that are late, incomplete, or submitted by ineligible institutions will not be considered.

B. Review of Proposals

A review panel will evaluate each complete proposal. The panel will include persons who are knowledgeable about the use of computer-based instructional technology to improve learning in mathematics and science and national curriculum standards. The reviewers will make recommendations to the Coordinator who will prepare a recommendation to the Executive Director. The Executive Director, acting on behalf of the Board, will accept, modify, or reject the recommendations of the evaluation team.

All applicants will be notified in writing of the Board's decisions. Applicants whose proposals were not funded may request information from the Eisenhower Administrator regarding the concerns of the evaluation team about their proposal.

8. Format for the Proposal

Proposals should be prepared in accordance with the information provided in this packet. Appendix 1 provides the order of assembly of the proposal. In addition to information provided elsewhere in this packet, please note the following:

Before receiving an award of funds, all applicants must submit at least one cooperative agreement with the local educational agency or consortium of such agencies confirming that the proposed project is a result of a cooperative effort (Appendix 9, 10, or similar).

No teacher will receive professional development services under this program unless his/her local educational agency has entered into an agreement (Appendix 9, 10, or similar), which addresses the need for and approval of the training.

All non-profit organizations must submit certification of demonstrated effectiveness (Appendix 11 and Appendix 12), showing cooperative

agreement with a higher education institution for the availability of academic credit.

Board of Regents institutions must submit certification of workshop approval for higher education credit (See Appendix 12). Submission of the signed form in Appendix 12 certifies that the qualifications of the workshop presenters and the content of the workshop meet the academic standards of the institution. Therefore, payments made by the Eisenhower program to support the workshop can be accepted in lieu of the direct collection of tuition from students.

Cover Page

Use a photocopy of the cover page form, Appendix 2, as the "original".

All required signatures (principal investigator/project director (PI/PD), co-principal investigator(s) and organizational representative(s) with dates must appear on the cover page of the original copy.

Project Summary

Use the form in Appendix 3 to provide a required 200-word summary, as well as the rest of the information requested on that form.

The summary should be understandable by an intelligent but nonspecialist reader and should be free of jargon and technical terminology that would obscure its meaning. Indicate what will be done, why, who, and how many will be affected, and the desired outcomes.

Data Sheet

The Data Sheet, Appendix 5, must be completed and assembled as the fourth page, following the Project Summary, of the proposal.

Project Description

The main body of the proposal should be a detailed, but succinct, statement of the project to be carried out. The project description should normally not exceed seven double spaced pages. The description can be amplified by material in appendices, but the body should stand alone to give a complete picture of the project. How the project will prepare teachers in the application of computer-based instructional technology to the teaching of mathematics or science consistent with current national curriculum standards should be clearly described.

The project description should describe the needs to be met by the project and how they were determined. The solution proposed should be sketched in broad outline together with a rationale for this choice over any others that might be available. A detailed description of the project activities should be presented that shows how each part is related to the overall project and the expertise required to carry out each part. A timetable, including personnel time commitments, for the project activities is useful as a summary. There should be concrete statements concerning the

expected outcomes of the project and the means that will be used to assess whether they have been achieved.

Bibliography of Pertinent Literature

Citations of major pertinent literature that support statements in the grant proposal should be included.

Curriculum Vitae

A complete vitae for each principal investigator should be submitted as well as abbreviated vita for other personnel who will perform major roles in the implementation of the project. In the interests of brevity and relevance, only the last five years' activities and publications should be stressed for all personnel.

Footnotes

¹Over the past decade, a considerable literature has emerged on professional development, teachers learning, and teacher change (Corcoran, T. B. (1995). *Transforming professional development for teachers: A guide for state policymakers*. Washington, DC: National Governors' Association; Darling-Hammond, L. (1995). Changing conceptions of teaching and teacher development. *Teacher Education Quarterly*, 22(4), 9-26; Hargreaves, A., & Fullan, M. G. (1992). *Understanding teacher development*. London: Cassell; Hiebert, J. (1999). Relationships between research and the NCTM standards. *Journal for Research in Mathematics Education*, 30(1), 3-19; Lieberman, A., (Ed.). (1996). Practices that support teacher development: Transforming conceptions of professional learning. In M. W. McLaughlin & I. Oberman (Eds.), *Teacher learning: new policies, new practices*. New York: Teachers College Press, 185-201; Little, J. W. (1993). Teachers' professional development in a climate of educational reform. *Educational Evaluation and Policy Analysis*, 15(2), 129-151; Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press; Richardson, V. (Ed.). (1994). *Teacher change and the staff development process: A case in reading instruction*. New York: Teachers College; Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development for teachers. *Journal of Staff Development*, 10(4), 40-57; Stiles, K., Loucks-Horsley, S., & Hewson, P. (1996, May). Principles of effective professional development for mathematics and science education: A synthesis of standards, *NISE Brief* (Vol. 1). Madison, WI: National Institutes for Science Education. The research literature contains a mix of large- and small-scale studies, including intensive case studies of classroom teaching, evaluations of programs designed to improve teaching and learning, and surveys of teachers about their pre-service and in-service preparation and in-service professional development experiences. In addition, there is a large literature describing "best practices" in professional development, drawing on expert experiences. Despite the size of the literature, however, relatively little systematic research has been conducted on the effects of professional development on improvements in teaching or on student outcomes, and very little has been conducted on the relative effects of *alternative forms* of professional development. The research that has been conducted, however, along with the experience of expert practitioners, does provide some preliminary guidance about the characteristics of high-quality professional development (See, in particular, Loucks-Horsley, S., Hewson, P. W., Love, N., & Stiles, K. E. (1998). *Designing professional development for teachers of science and mathematics*. Thousand Oaks, CA: Corwin Press). In particular, several recent studies suggest that professional development that focuses on specific mathematics and science content and the ways students learn such content is especially helpful (Cohen, D. K., & Hill, H. C. (1998). *Instructional policy and classroom performance: The mathematics reform in California* (RR-39). Philadelphia: Consortium for Policy Research in Education; Kennedy, M. M. (1998). *Form and substance in in-service teacher education* (Research monograph no. 13). Arlington, VA: National Science Foundation). We integrated and operationalized the ideas in the literature on

"best practices" in professional development to create a set of measures or scales describing the six features of Eisenhower-assisted activities described in the text.

²Further information regarding the technologies may be found in Seels, B. and Richey, R. (1994) Instructional Technology: The Definitions and Domains of the Field, Washington, DC: Association for Educational Communications and Technology.

APPENDIX 1

Order for Proposal Assembly

I. ORDER OF ASSEMBLY

1. Cover Page (Appendix 2)
2. Table of Contents
3. Project Summary (Appendix 3)
4. Assurances (Appendix 4). One copy, only, attached following the Project Summary.
5. Data Sheet (Appendix 5)
6. Proposal Budget (Appendix 6)
7. Budget Explanation page(s). All budget requests must be fully documented and justified.
8. Current and Pending Support (Appendix 7)
9. Project Description (maximum number of pages: 7 double-spaced, typed on only one side of each page).
10. Appendix 8, 9, or 10.
11. Appendix 11, Certification of Demonstrated Effectiveness (for NPO proposals only).
12. Appendix 12, Certification of Workshop Approval by Academic Vice President of Institution offering credit.
13. Bibliography of pertinent literature.
14. Curriculum vitae of all senior personnel.
15. Attachments.
16. Letter(s) confirming that the proposed project is the result of a cooperative effort.

II. SUBMISSION OF PROPOSALS

17. Submit the unbound original and four copies (copies should be stapled in the upper left hand corner).
18. All proposal materials should be sent in a single package addressed to:

Dr. Daniel O. Farrington
Eisenhower Higher Education Grants Administrator
Black Hills State University
1200 University Street Unit 9537
Spearfish, SD 57799-9537

APPENDIX 2
PROPOSAL TO THE SOUTH DAKOTA BOARD OF REGENTS
Title II
Cover Page

Check One:

☐ Professional Development Training

☐ Reform of Teacher Education Program

Name of Submitting Organization to Which Award Should be Made
(Include Branch/Campus/Other Components)

Address of Organization (Include Zip Code)

Title of Proposed Project

Requested Amount

Proposed Duration

Desired Starting Date

PI/PD Department

PI/PD Organization

PI/PD Phone No.

PI/PD Name

Signature

E-mail address

Additional PI/PD

E-mail address

Additional PI/PD

E-mail address

Additional PI/PD

E-mail address

We accept the assurances listed in Appendix 4.

Principal Investigator/Project Director

Name

Signature

Title

Date

Telephone #

Authorized Organizational Representative

Name

Signature

Title

Date

Telephone #

APPENDIX 3

BOARD OF REGENTS

PROJECT SUMMARY

FOR BOR USE ONLY			
Directorate/Division	Program or Section	Proposal No.	F.Y.

Name of Institution (include Branch/Campus and School or Division)

Address (Include Department)

Principal Investigator(s)

Title of Project

Technical Abstract (Limit to 22 Pica or 18 Elite Typewritten Lines)

APPENDIX 4

Assurances

The applicant assures and certifies that:

- 1) All appropriate sections of Public Law 103-382, The Dwight D. Eisenhower Professional Development Program will be complied with.
- 2) No teacher will receive inservice training or retraining under this program unless his/her local educational agency has entered into an agreement (Appendix 8 or similar) which addresses the training.
- 3) Any activities funded will take into account the needs of students from historically underrepresented and underserved groups and gifted and talented students to have greater access to and participation in mathematics, science and computer learning programs and careers.
- 4) Title II funds will be used to supplement and not supplant funds from non-federal sources.
- 5) Adequate fiscal controls are in place to meet fiscal requirements of the Act.
- 6) Adequate records will be kept and provided to the Board of Regents as reasonably may be required for fiscal audit and program evaluation.
- 7) Non-public elementary and secondary school teachers will participate equitably in all activities funded under the Title II program.
- 8) A project interim report will be submitted by November 1, 2002.
- 9) A final report and evaluation will be provided submitted to the Eisenhower SAHE administrator by September 30, 2003.
- 10) All funds will be expended by September 30, 2003.
- 11) Full cooperation will be provided to all state and national questionnaires, evaluation and site visit efforts.

APPENDIX 5

Data Sheet

Name of Institution: _____

PI/PD Name: _____

Title of Project: _____

Amount Requested from State Title II: _____

Amount of Non-Title II Contribution(s) and Source(s): _____

Check Box(es): • Professional Development
• Reform of Teacher Education Programs
• Teaching and Learning Symposium

Indicate the estimated number of participants in each category:

Pre-service Teachers

_____Elementary (K-8)

_____Secondary

_____Math

_____Science

In-service Teachers

_____Grades K-5

_____Grades 6-8

_____Secondary

_____Math

_____Science

_____Vocational

_____Other

School Personnel

_____Administrators

_____School Board

_____Student Service Providers

Higher Ed. Faculty

_____Math

_____Science

_____Education

Briefly describe any **special** efforts to serve historically underrepresented and underserved groups.

**APPENDIX 6
SUMMARY
PROPOSAL BUDGET**

		FOR BOR USE ONLY	
ORGANIZATION	PROPOSAL NO	DURATION (MONTHS)	
		Proposed	Granted
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR	AWARD NO		
A. Senior personnel, PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title: A.6 show number in brackets)	FUNDED PERSON. MOS	FUNDS REQUESTED BY PROPOSER	FUNDS GRANTED (IF DIFFERENT)
1.			
2.			
3.			
4.			
5. () OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)			
6. () TOTAL SENIOR PERSONNEL (1-6)			
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)			
1. () POST-DOCTORAL ASSOCIATES			
2. () OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC)			
3. () GRADUATE STUDENTS			
4. () UNDERGRADUATE STUDENTS			
5. () SECRETARIAL CLERICAL			
6. () OTHER			
TOTAL SALARIES AND WAGES (A&B)			
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)			
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)			
D. N/A			
E. TRAVEL DOMESTIC (INCL CANADA AND U.S. POSSESSIONS)			
F. PARTICIPANT SUPPORT COSTS			
1. STIPENDS			
2. TUITION			
3. TRAVEL			
4. SUBSISTENCE			
5. OTHER			
TOTAL PARTICIPANT COSTS			
G. OTHER DIRECT COSTS FOR THE PROJECT			
1. MATERIALS AND SUPPLIES			
2. PUBLICATION COSTS/PAGE CHARGES			
3. CONSULTANT SERVICES			
4. COMPUTER (ADPE) SERVICES			
5. SUBCONTRACTS			
6. OTHER			
H. TOTAL DIRECT COSTS FOR THE PROJECT			
I. INDIRECT COSTS (UP TO 8% OF DIRECT COSTS)			
J. AMOUNT OF THIS REQUEST (H + I)			
PI/PD NAME AND SIGNATURE	DATE		
INST. REP. TYPED NAME AND SIGNATURE	DATE		

INSTRUCTIONS FOR USE OF SUMMARY PROPOSAL BUDGET (APPENDIX 6)

1. General

a. Completion of this summary does not eliminate the need to fully document and justify the amounts requested in each category. Such documentation should be provided on additional page(s) immediately following the budget in the proposal and should be identified by line item. The documentation page(s) should be titled "Budget Explanation Page."

b. Revised budgets must be signed and dated by the authorized organizational representative and principal investigator and submitted in at least the original and two copies.

2. Budget Line Items

(NOTE: All documentation or justification required on the line items below should be provided on the Budget Explanation Page.)

A., B., and C. Salaries, Wages, and Fringe benefits. On the Budget Explanation Page, list individually all senior personnel who were grouped under A5, the requested person-months to be funded, and rate of pay.

E. Travel. Address the type and extent of travel (including consultant travel) and its relation to the project. All travel and per diem costs are limited to State authorized rates (below). Fare allowances are limited to round-trip, jet economy rates.

F. Participant Support Costs. Normally participant support may only be requested for grants supporting professional development. Stipends are encouraged for in-service participants, but may not be paid to pre-service teachers.

G. Other Direct Costs.

1. Materials and Supplies. Indicate types required and estimate costs.

2. Publication Costs/Page Charges. Estimate cost of preparing and publishing project results.

3. Consultant Services. Indicate name, daily compensation, and estimated days of service, and justify.

4. Computer Services. Include justification based on established computer service rates at the proposing institution.

5. Subcontracts. Include a completed budget and justify details.

6. Other. Itemize and justify. Include computer equipment leasing.

FY 2002 STATE AUTHORIZED RATES

Meals Allowable:		When Leaving Before	When Returning After
Breakfast	\$ 5.00	5:31 a.m.	7:59 a.m.
Lunch	\$ 7.00	11:31 a.m.	12:59 p.m.
Dinner	\$11.00	5:31 p.m.	7:59 p.m.
Total Per Day	\$23.00		

Lodging Allowable: \$35.00 + Tax

Maximum Mileage Allowable for Private Car: 32 cents per mile

APPENDIX 7.

SUMMARY OF ALL CURRENT AND PENDING RESEARCH SUPPORT (FROM WHATEVER SOURCE)

The following information should be provided for each investigator and other senior personnel. Use additional sheets as necessary.

Name of Principal

Investigator_____

CURRENT SUPPORT (if none, list none):

Project Title:_____

Award Amount (or Annual Rate- please specify):_____

Period covered by this award:_____

Person-months or % effort committed to this project:_____

Location where research/project is/will be performed:_____

PENDING SUPPORT (list this proposal and other pending proposals):

Project Title:_____

Award Amount (or Annual Rate- please specify):_____

Period covered by this award:_____

Person-months or % effort committed to this project:_____

Location where research/project is/will be performed:_____

PLANNED SUPPORT (list any proposals planned for submission):

Project Title:_____

Award Amount (or Annual Rate- please specify):_____

Period covered by this award:_____

Person-months or % effort committed to this project:_____

Location where research/project is/will be performed:_____

OTHER AGENCIES TO WHICH THIS PROPOSAL HAS BEEN/WILL BE SUBMITTED:

Project Title:_____

Award Amount (or Annual Rate- please specify):_____

Period covered by this award:_____

Person-months or % effort committed to this project:_____

Location where research/project is/will be performed:_____

APPENDIX 8
Required School District Approval
(SAMPLE FORM)

The _____ School District has reviewed the training available to teachers at _____ through the Eisenhower program titled _____.

The School District supports this program and approves the attendance of _____ at the training.

Signature of Authorized
School District Representative

Typed Name

Title

APPENDIX 9
EVIDENCE OF COOPERATIVE PLANNING
AND
INSERVICE TRAINING AGREEMENT
(SAMPLE FORM)

The _____ School District has cooperated in
the planning of the Title II grant request titled _____
_____submitted
by _____,
(institution of higher education and/or non-profit organization) and certifies that the proposed
project reflects the inservice needs of teachers, as determined jointly by the school district and
the college or university. School district teachers will be eligible to receive training under this
request.

Signature of Authorized
School District Representative

Typed Name

Title

APPENDIX 10
CERTIFICATION OF COOPERATING AGENCIES
(SAMPLE FORM)

The _____ (school district, state agency, private company or non-profit organization) has cooperated in the planning of the Title II grant request titled _____ submitted by _____ (institution of higher education) and certifies that it will be directly involved in this project to improve student understanding and performance in science and/or mathematics.

Signature of Authorized
School District Representative

Typed Name

Title

APPENDIX 11
Non-Profit Organization Certification of Demonstrated Effectiveness
(To be submitted by NPOs only)

The _____
(NPO name) organization has had previous successful experience with educational outreach as described below.

Authorized Official

Title

Brief Description of Previous Educational Outreach:

APPENDIX 12
CERTIFICATION OF WORKSHOP APPROVAL

_____(institution
of higher education agreeing to grant credit) has reviewed the workshop proposal and the budget
request to fund the workshop and certifies that the workshop meets the academic standards of
our institution. We agree to abide by the guidelines established by the Regents for workshops
funded under the Eisenhower Math and Science Education Program.

Signature of Academic Vice
President

Typed Name

ATTACHMENT 1

REPORT FORM (FUNDED PROPOSALS ONLY)

The Regents Office will need the following information to complete the Federal Report Forms for this year's Eisenhower Program. Your final report should be a narrative describing the project and its impact and evaluation in addition to the data included in the form below. The narrative and evaluation information is due at the conclusion of your project. **This project data form is due November 1, 2002.** You need not resubmit the data form at the conclusion of your project unless details have changed.

SUBMIT THE FOLLOWING DATA BY NOVEMBER 1, 2002.

1. Project Title: _____
2. Project Director: _____

Education Dept. _____ Math Dept. _____ Science Dept. _____

3. Other higher education faculty involved with the project and their academic departments:

_____	/	_____
_____	/	_____
_____	/	_____

4. Names of secondary or elementary education faculty assisting with the project and the grade and subject they usually teach:

_____	/	_____
_____	/	_____
_____	/	_____

5. Number of secondary institutions involved in the project:

Public _____ Private _____

6. Number of elementary school districts involved in the project:

Public _____ Private _____

7. Check off names of Districts on attached list.

8. Please provide a list of participants' names and addresses, with education agency.

9. Indicate any local education agency (school district) Eisenhower or non-Eisenhower funding that supported this project:

_____ financial support from school districts for teachers
(specify amount and source)

_____ financial or in kind matching support from institution of higher education
(specify type and amount)

_____ financial support from private organizations
(specify organization, type of support, amount)

_____ Other (specify)

10. This project is best described as:

- _____ inservice for elementary math teachers
- _____ inservice for elementary science teachers
- _____ inservice for junior high math teachers
- _____ inservice for junior high science teachers
- _____ inservice for secondary math teachers
- _____ inservice for secondary science teachers (specify subject)

11. Check those statements that best describe the major and secondary focuses of your project.

	(Major Focus)	(Secondary Focus)
a) Providing professional development in new and emerging content and instructional methodologies for a specific subject	_____	_____
b) Providing professional development in the effective use of educational technology as an instructional tool	_____	_____
c) Providing specialized professional development for teachers and other staff to provide equitable and quality education to historically under-represented and underserved populations, including individuals with disabilities and gifted and talented students	_____	_____
d) Providing specialized professional development to prepare teachers and other personnel to engage parents, families, and others in the education of their children	_____	_____
e) Providing professional development in leadership skills for teachers and administrators, including professional development of teacher-leaders (e.g., as trainers of trainers or administrative representatives)	_____	_____
f) Providing inservice professional development to appropriate non-teaching school personnel on knowledge and skills that support classroom instruction and professional development	_____	_____
g) Providing professional development and recruitment activities designed to increase the numbers of under represented teachers or administrators	_____	_____
h) Developing and implementing activities and other supports for new teachers as they move into the classroom	_____	_____
i) Other direct professional development activity (Specify) _____	_____	_____

12. Indicate the number, length and format of the project inservice or workshop. (Be sure to include dates for these activities.)

Workshop Dates:

Follow-up Session Dates:

Total # of contact hours with participants: _____

13. Was the project focused on math/science subject matter, pedagogy, or a combination of both?

14. How many teachers participated in the project:

By gender: _____ female _____ male

By ethnicity: _____ African American _____ Caucasian _____ Hispanic
_____ Native American _____ Asian _____ Other

By grade level: _____ K-6 _____ 7-12 _____ Both

By subject matter: _____ math _____ science _____ M&S

By type of school: _____ public _____ private

By location: _____ urban (more than 50,000 pop.)
_____ suburban (2,500 to 50,000 pop.)
_____ rural (fewer than 2,500 pop.)

15. How many individuals of the following groups participated?

_____ school administrators

_____ school board or community members

By gender: _____ female _____ male

by ethnicity: _____ African American _____ Caucasian _____ Hispanic
_____ Native American _____ Asian _____ Other

16. How many K-12 students were directly impacted by the project?

by gender: _____ female _____ male

by ethnicity: _____ African American _____ Caucasian _____ Hispanic
_____ Native American _____ Asian _____ Other

by location: _____ urban _____ suburban _____ rural

17. How many K-12 students were indirectly impacted by the project through the improved abilities of their teachers?

by gender: _____ female _____ male

by ethnicity: _____ African American _____ Caucasian _____ Hispanic
_____ Native American _____ Asian _____ Other

18. What type of credit was offered to teacher participants in your project?

_____ graduate _____ undergraduate _____ recertification _____ no credit offered

19. List the number of teachers who earned credits and the type of credit they earned.

20. In what ways did your project involve cooperation among educational groups and/or between educational groups and other public or private organizations?

21. In what ways did your project attempt to meet the needs of minority groups, the handicapped or gifted constituencies?

22. How was the project rated by the participants?

_____ %=excellent _____ %=good
_____ %=fair _____ %=poor

23. What evidence do you have the project affected how the teachers teach mathematics/science in their districts?

PUBLIC SCHOOL DISTRICTS (K-12)

___ ABERDEEN SCHOOL DISTRICT 06-1	___ CLARK SCHOOL DISTRICT 12-2
___ AGAR SCHOOL DISTRICT 58-1	___ COLMAN-EGAN SCHOOL DISTRICT 50-5
___ ALCESTER-HUDSON SCHOOL DISTRICT 61-1	___ COLOME SCHOOL DISTRICT 59-1
___ ALPENA SCHOOL DISTRICT 36-1	___ CONDE SCHOOL DISTRICT 56-1
___ ANDES CENTRAL SCHOOL DISTRICT 11-1	___ CORSICA SCHOOL DISTRICT 21-2
___ ARLINGTON SCHOOL DISTRICT 38-1	___ CRESBARD SCHOOL DISTRICT 24-1
___ ARMOUR SCHOOL DISTRICT 21-1	___ CUSTER SCHOOL DISTRICT 16-1
___ ARTESIAN-LETCHER SCHOOL DISTRICT 55-5	___ DAKOTA VALLEY SCHOOL DISTRICT 61-8
___ AVON SCHOOL DISTRICT 04-1	___ DE SMET SCHOOL DISTRICT 38-2
___ BALTIC SCHOOL DISTRICT 49-1	___ DELL RAPIDS SCHOOL DISTRICT 49-3
___ BELLE FOURCHE SCHOOL DISTRICT 09-1	___ DEUBROOK AREA SCHOOL DISTRICT 05-6
___ BENNETT COUNTY SCHOOL DISTRICT 03-1	___ DEUEL SCHOOL DISTRICT 19-4
___ BERESFORD SCHOOL DISTRICT 61-2	___ DOLAND SCHOOL DISTRICT 56-2
___ BIG STONE CITY SCHOOL DISTRICT 25-1	___ DOUGLAS SCHOOL DISTRICT 51-1
___ BISON SCHOOL DISTRICT 52-1	___ DUPREE SCHOOL DISTRICT 64-2
___ BON HOMME SCHOOL DISTRICT 04-2	___ EAGLE BUTTE SCHOOL DISTRICT 20-1
___ BONESTEEL-FAIRFAX SCHOOL DISTRICT 26-5	___ EDGEMONT SCHOOL DISTRICT 23-1
___ BOWDLE SCHOOL DISTRICT 22-1	___ EDMUNDS CENTRAL SCHOOL DISTRICT 22-5
___ BRANDON VALLEY SCHOOL DISTRICT 49-2	___ ELK MOUNTAIN SCHOOL DISTRICT 16-2
___ BRIDGEWATER SCHOOL DISTRICT 43-6	___ ELK POINT-JEFFERSON SCHOOL DISTRICT 61-7
___ BRISTOL SCHOOL DISTRICT 18-1	___ ELKTON SCHOOL DISTRICT 05-3
___ BRITTON SCHOOL DISTRICT 45-1	___ ELM VALLEY SCHOOL DISTRICT 06-2
___ BROOKINGS SCHOOL DISTRICT 05-1	___ EMERY SCHOOL DISTRICT 30-2
___ BURKE SCHOOL DISTRICT 26-2	___ ESTELLINE SCHOOL DISTRICT 28-2
___ CANISTOTA SCHOOL DISTRICT 43-1	___ ETHAN SCHOOL DISTRICT 17-1
___ CANTON SCHOOL DISTRICT 41-1	___ EUREKA SCHOOL DISTRICT 44-1
___ CARTHAGE SCHOOL DISTRICT 48-2	___ FAITH SCHOOL DISTRICT 46-2
___ CASTLEWOOD SCHOOL DISTRICT 28-1	___ FAULKTON SCHOOL DISTRICT 24-2
___ CENTERVILLE SCHOOL DISTRICT 60-1	___ FLANDREAU SCHOOL DISTRICT 50-3
___ CHAMBERLAIN SCHOOL DISTRICT 07-1	___ FLORENCE SCHOOL DISTRICT 14-1
___ CHESTER AREA SCHOOL DISTRICT 39-1	

___ FREEMAN SCHOOL DISTRICT 33-1	___ KADOKA SCHOOL DISTRICT 35-1
___ GARRETSON SCHOOL DISTRICT 49-4	___ KIMBALL SCHOOL DISTRICT 07-2
___ GAYVILLE-VOLIN SCHOOL DISTRICT 63-1	___ LAKE CENTRAL SCHOOL DISTRICT 39-2
___ GEDDES COMMUNITY SCHOOL DISTRICT 11-2	___ LAKE HENDRICKS SCHOOL DISTRICT 05-4
___ GETTYSBURG SCHOOL DISTRICT 53-1	___ LAKE PRESTON SCHOOL DISTRICT 38-3
___ GRANT-DEUEL SCHOOL DISTRICT 25-3	___ LANGFORD SCHOOL DISTRICT 45-2
___ GREATER HOYT SCHOOL DISTRICT 61-4	___ LEAD-DEADWOOD SCHOOL DISTRICT 40-1
___ GREATER SCOTT SCHOOL DISTRICT 61-5	___ LEMMON SCHOOL DISTRICT 52-2
___ GREGORY SCHOOL DISTRICT 26-4	___ LENNOX SCHOOL DISTRICT 41-1
___ GROTON SCHOOL DISTRICT 06-3	___ LEOLA SCHOOL DISTRICT 44-2
___ HAAKON SCHOOL DISTRICT 27-1	___ LYMAN SCHOOL DISTRICT 42-1
___ HAMLIN SCHOOL DISTRICT 28-3	___ MARION SCHOOL DISTRICT 60-3
___ HANSON SCHOOL DISTRICT 30-1	___ MCCOOK CENTRAL SCHOOL DISTRICT 43-7
___ HARDING COUNTY SCHOOL DISTRICT 31-1	___ MCINTOSH SCHOOL DISTRICT 15-1
___ HARRISBURG SCHOOL DISTRICT 41-2	___ MCLAUGHLIN SCHOOL DISTRICT 15-2
___ HARROLD SCHOOL DISTRICT 32-1	___ MEADE SCHOOL DISTRICT 46-1
___ HECLA-HOUGHTON SCHOOL DISTRICT 06-4	___ MENNO SCHOOL DISTRICT 33-2
___ HENRY SCHOOL DISTRICT 14-2	___ MIDLAND SCHOOL DISTRICT 27-2
___ HERREID SCHOOL DISTRICT 10-1	___ MILBANK SCHOOL DISTRICT 25-4
___ HILL CITY SCHOOL DISTRICT 51-2	___ MILLER SCHOOL DISTRICT 29-1
___ HITCHCOCK SCHOOL DISTRICT 02-1	___ MITCHELL SCHOOL DISTRICT 27-2
___ HOT SPRINGS SCHOOL DISTRICT 23-2	___ MOBRIDGE SCHOOL DISTRICT 62-3
___ HOVEN SCHOOL DISTRICT 53-2	___ MONTROSE SCHOOL DISTRICT 43-2
___ HOWARD SCHOOL DISTRICT 48-3	___ MOUNT VERNON SCHOOL DISTRICT 17-3
___ HURLEY SCHOOL DISTRICT 60-2	___ NEW UNDERWOOD SCHOOL DISTRICT 51-3
___ HURON SCHOOL DISTRICT 02-2	___ NEWELL SCHOOL DISTRICT 09-2
___ HYDE SCHOOL DISTRICT 34-1	___ NORTHWEST SCHOOL DISTRICT 52-3
___ IPSWICH SCHOOL DISTRICT 22-3	___ NORTHWESTERN SCHOOL DISTRICT 56-3
___ IRENE SCHOOL DISTRICT 63-2	___ OELRICHS SCHOOL DISTRICT 23-3
___ IROQUOIS SCHOOL DISTRICT 02-3	___ OLDHAM-RAMONA SCHOOL DISTRICT 39-5
___ ISABEL SCHOOL DISTRICT 20-2	___ PARKER SCHOOL DISTRICT 60-4
___ JONES COUNTY SCHOOL DISTRICT 37-3	___ PARKSTON SCHOOL DISTRICT 33-3

___ PIERRE SCHOOL DISTRICT 32-2	___ TRIPP-DELMONT SCHOOL DISTRICT 33-5
___ PLANKINTON SCHOOL DISTRICT 01-1	___ TULARE SCHOOL DISTRICT 56-5
___ PLATTE COMMUNITY SCHOOL DISTRICT 11-3	___ VEBLEN SCHOOL DISTRICT 45-3
___ POLLOCK SCHOOL DISTRICT 10-2	___ VERMILLION SCHOOL DISTRICT 13-1
___ POLO SCHOOL DISTRICT 29-2	___ VIBORG SCHOOL DISTRICT 60-5
___ RAPID CITY AREA SCHOOL DISTRICT 51-4	___ WAGNER COMMUNITY SCHOOL DISTRICT 11-4
___ REDFIELD SCHOOL DISTRICT 56-4	___ WAKONDA SCHOOL DISTRICT 13-2
___ ROSHOLT SCHOOL DISTRICT 54-4	___ WALL SCHOOL DISTRICT 51-5
___ ROSLYN SCHOOL DISTRICT 18-2	___ WARNER SCHOOL DISTRICT 06-5
___ RUTLAND SCHOOL DISTRICT 39-4	___ WATERTOWN SCHOOL DISTRICT 14-1
___ SCOTLAND SCHOOL DISTRICT 04-3	___ WAUBAY SCHOOL DISTRICT 18-3
___ SELBY AREA SCHOOL DISTRICT 62-5	___ WAVERLY SCHOOL DISTRICT 14-5
___ SHANNON COUNTY SCHOOL DISTRICT 65-1	___ WEBSTER SCHOOL DISTRICT 18-4
___ SIOUX FALLS SCHOOL DISTRICT 49-5	___ WESSINGTON SCHOOL DISTRICT 02-4
___ SIOUX VALLEY SCHOOL DISTRICT 05-5	___ WESSINGTON SPRINGS SCHOOL DISTRICT 36-2
___ SISSETON PUBLIC SCHOOL DISTRICT 54-9	___ WEST CENTRAL SCHOOL DISTRICT 49-7
___ SMEE SCHOOL DISTRICT 15-3	___ WHITE LAKE SCHOOL DISTRICT 01-3
___ SOUTH SHORE SCHOOL DISTRICT 14-3	___ WHITE RIVER SCHOOL DISTRICT 54-7
___ SPEARFISH SCHOOL DISTRICT 40-2	___ WILLOW LAKE SCHOOL DISTRICT 12-3
___ STANLEY COUNTY SCHOOL DISTRICT 57-1	___ WILMOT SCHOOL DISTRICT 54-7
___ STICKNEY SCHOOL DISTRICT 01-2	___ WINNER SCHOOL DISTRICT 59-2
___ SULLY BUTTES SCHOOL DISTRICT 58-2	___ WOLSEY SCHOOL DISTRICT 02-5
___ SUMMIT SCHOOL DISTRICT 54-6	___ WOOD SCHOOL DISTRICT 47-2
___ TIMBER LAKE SCHOOL DISTRICT 20-3	___ WOONSOCKET SCHOOL DISTRICT 55-4
___ TODD COUNTY SCHOOL DISTRICT 66-1	___ YANKTON SCHOOL DISTRICT 63-3
___ TRI-VALLEY SCHOOL DISTRICT 59-6	

BUREAU OF INDIAN AFFAIRS SCHOOLS

___ AMERICAN HORSE SCHOOL	___ FLANDREAU INDIAN SCHOOL
___ CHEYENNE RIVER BIA SCHOOLS	___ LITTLE EAGLE DAY SCHOOL
___ CRAZY HORSE SCHOOL	___ LITTLE WOUND SCHOOL SYSTEM
___ CROW CREEK SIOUX TRIBAL SCHOOL	___ LONEMAN SCHOOL CORPORATION
___ ENEMY SWIM DAY SCHOOL	

___ LOWER BRULE SCHOOL SYSTEM
___ MARTY INDIAN SCHOOL
___ PIERRE INDIAN LEARNING CENTER
___ PINE RIDGE SCHOOL
___ PORCUPINE CONTRACT SCHOOL

___ ROCK CREEK DAY SCHOOL
___ ST. FRANCIS INDIAN SCHOOL
___ TAKINI SCHOOL
___ TIOSPA ZINA TRIBAL SCHOOL
___ WOUNDED KNEE SCHOOL SYSTEM

NONPUBLIC ELEMENTARY AND SECONDARY SCHOOLS

___ ABERDEEN CATHOLIC SCHOOLS
___ ABERDEEN CHRISTIAN HIGH SCHOOL
___ BETHESDA LUTHERAN SCHOOL
___ CALVARY BAPTIST CHRISTIAN SCHOOL
___ CALVIN CHRISTIAN SCHOOL
___ CHRISTIAN CENTER ELEMENTARY SCHOOL
___ CLAREMONT COLONY ELEMENTARY
___ DAKOTA CHRISTIAN HIGH SCHOOL
___ FIRST BAPTIST CHRISTIAN SCHOOL
___ FREEMAN ACADEMY
___ GREAT PLAINS LUTHERAN HIGH SCHOOL
___ HOLY CROSS SCHOOL
___ HOLY ROSARY SCHOOL
___ HUTTERVILLE COLONY ELEMENTARY
___ IMMACULATE CONCEPTION SCHOOL
___ JAMES VALLEY CHRISTIAN SCHOOL
___ LIFE TREE MONTESSORI SCHOOL
___ MEMORIAL CHRISTIAN SCHOOL
___ MITCHELL CATHOLIC SCHOOLS
___ MITCHELL CHRISTIAN SCHOOL
___ NEW HOLLAND CHRISTIAN SCHOOL
___ PLATTE CHRISTIAN SCHOOL
___ POINSETT COLONY ELEMENTARY
___ RAPID CITY CHRISTIAN SCHOOL

___ RED CLOUD INDIAN SCHOOL
___ SACRED HEART SCHOOL
___ SIOUX FALLS CATHOLIC SCHOOLS
___ SIOUX FALLS CHRISTIAN HIGH SCHOOL
___ SIOUX FALLS LUTHERAN SCHOOL ASSOCIATION
___ ST AGNES SCHOOL
___ ST ANTHONY SCHOOL
___ ST ELIZABETH SETON CATHOLIC SCHOOL SYSTEM
___ ST JOSEPH INDIAN SCHOOL
___ ST JOSEPH SCHOOL
___ ST LAWRENCE SCHOOL
___ ST MARTINS CATHOLIC SCHOOL
___ ST MARTINS LUTHERAN SCHOOL
___ ST MARYS SCHOOL-DEL RAPIDS
___ ST MARYS SCHOOL-SALEM
___ ST PAULS LUTHERAN SCHOOL
___ ST PETERS SCHOOL
___ ST THOMAS SCHOOL
___ SUNSHINE BIBLE ACADEMY
___ TRINITY LUTHERAN SCHOOL
___ VOLGA CHRISTIAN SCHOOL
___ WHITE EAGLE CHRISTIAN ACADEMY
___ ZION LUTHERAN SCHOOL-MOBRIDGE
___ ZION LUTHERAN SCHOOL-RAPID CITY